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The syllabus for Education 672, an introductory course on adult education at Ohio State University, opens by listing the five basic courses and describing course objectives (knowledge, skill in thinking, and development of interests and social attitudes). Subsequent sections explain the use of term papers and field visits and outline textbook and related readings on the history of adult education, definitions of its scope, sponsoring agencies and the mass media, program areas, educational methods (largely group discussion), psychology, sociology (the place of adult education in society), financial support, coordination of adult education, the marginality of adult education in the educational establishment, and additional areas of study (including comparative education, general education, adult educator training, evaluation, participation, counseling, and promotion). Also included are an outline for studying adult education programs in greater Columbus, Ohio, a list of agencies, and an extensive bibliography. (ly)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

SYLLABUS FOR EDUCATION 672 - INTRODUCTION TO ADULT EDUCATION

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I. TEXTBOOKS

A. Knowles, Malcolm S. ed. Handbook of Adult Education in the United States. Washington: Adult Education Association, 1960.

B. Verner, Coolie. A Conceptual Scheme for the Identification and Classification of Processes. Washington, Adult Education Association, 1962. (pamphlet)

C. Lorge, Irving, and others. Psychology of Adults. Washington: Adult Education Association, 1963. (pamphlet)

D. Horowitz, Irving Louis, editor. Power, Politics, and People: The Collected Essays of C. Wright Mills. New York: Ballantine Books, 1963. (paperback DF 700)

E. Clark, Burton R. The Marginality of Adult Education. Brookline, Mass.: Center for the Study of Liberal Education for Adults, 1958. (pamphlet)

F. Please bring the appropriate text to each session for which there is a reading assignment from it, since text will form the main basis for discussion at the meetings.

II. OBJECTIVES OF EDUCATION 672

A. SKILL IN THINKING: Beginning to develop an ability to think critically about:

1. the processes of adult education,
2. the problems and issues of the field,
3. comparing ideas and positions of prominent adult educators.

B. ACQUIRING INFORMATION: Engaging in learning experiences which will promote the acquisition of knowledge leading to an understanding of:

1. composition of the field,
2. historical view of the field,

3. introductory view of appropriate methods.

C. DEVELOPING SOCIAL ATTITUDES: Through the intellectual and emotional experience of reading, discussing, and studying to develop:

   1. a positive attitude toward the social need for adult education,

   2. a positive attitude toward the need for professional training for those engaged in adult education.

D. DEVELOPING INTERESTS: Through satisfying experiences in reading, discussing, and studying to develop:

   1. an interest in knowing more about the field of adult education,

   2. an interest in the problems and issues of adult education.

III. ACCOMPLISHING OBJECTIVES OF EDUCATION 672

A. Major emphasis will be placed on discussion in the sessions during which attempts will be made to involve you as an active adult learner through the use of processes similar to those occurring in adult study-discussion groups.

B. A term paper. (You may do paper or field study first)

   1. The paper is designed to help you achieve two purposes:

      a. familiarize yourself with the broad range of literature in the field,

      b. experience in thinking about one major area in the field.

   2. Please arrange a conference with me during the first week and a half of the quarter, so that we can reach mutual agreement about the topic for the paper. You might want to start by selecting one of the ten major topics of the sessions, or one of the additional areas listed. The related readings listed for each session will start you on a search of the literature. Try to develop some problem or comparative focus for the paper. For instance, if you are interested in Session IV: PROGRAM AREAS, you might want to compare the approaches of several of the program areas. If you are interested in Session III: AGENCIES you might want to work toward developing a "map" which would make some sense out of the field. Or if you are interested in Session V: METHODS, TECHNIQUES, AND DEVICES, you might want to write a paper indicating when particular methods are appropriate.

3. The paper should end with an annotated bibliography which contains in addition your frank appraisal of each item, its value for the field, and your opinion of the quality of the writing.

4. There is no prescribed length for this paper. It should be long enough to accomplish the two purposes mentioned above, no longer. Please type, double spaced.

5. If you would like to have your paper returned, please turn in two copies.

C. Field Study. During one portion of the quarter you will be asked to arrange to visit one adult education agency. This portion of the work compensates for the fact that the meetings will be two hours in length instead of two and a half. Here are the directions for the field study:

1. Using the information in the directory, or from your own resources, make contact with the program director by telephone. Make an appointment to meet with him or his appointed representative at a specific time and place. Pick an agency with which you are not, or have not been previously, familiar.

2. Arrange to visit one or more classes or activities. You should probably spend about five or six clock hours on this part of the activity.

3. Evaluate the classes on the basis of such criteria as clarity of goals, how well goals are being achieved, quality of teaching, suitability of equipment and facilities, etc.

4. Make a study of the program as a whole using the attached outline as a rough guide, omitting or adding items as seems appropriate.

5. Write a report of from 5-10 pages (typed, double spaced) combining the material in 3 and 4 and hand it in near the end of the term. Turn in 2 copies if you would like one returned to you.

   The report should provide the following information at or near the top of the first page:

   a. Name of agency studied
   b. Name of administrative officer
   c. Name of any other persons with whom you worked: e.g. classroom teachers.
   d. Number and names of classes or activities visited
   e. No. of clock hours spent in observing classes
   f. Amount of time spent interviewing agency personnel

6. Write a few sentences at the end of your paper indicating the value to you of this experience.

Outline for Studying Adult Education Programs in Greater Columbus

1. Historical background of the Program - How and under what circumstances it began, and the stages of its growth and development.

2. Nature and Scope of Program - For what clientele intended; goals of program; subject matter covered, etc.

3. Organization and Administration of Program

   a. What relationship to any parent organization

   b. How program is determined

   c. How staffed and operated

   d. How financed

   e. How promoted

   f. How evaluated

4. What Problems, if any, Are Peculiar to the Program

   a. How well are goals achieved?

   b. What are difficulties in way of achieving goals?

   c. In what way could program be improved if there was no limit to financial and other resources?

SOME ADULT EDUCATION AGENCIES IN GREATER COLUMBUS

American Red Cross
1450 East Broad Street
Mrs. M. E. Millhon 253-7981

Columbus Foreman's Club
306 South High Street
Mr. Cecil Dudley, Club Coordinator
224-8349

Columbus Gallery of Fine Arts
480 East Broad Street
Mr. Joseph Canzoni, Director
School of Art 221-4490

Columbus Town Meeting
30 East Broad Street
Mrs. Patricia Hannon 228-5897

Columbus Public Schools
1. Evening School--Central High
   Mr. G. B. Newton, Principal
   224-3243

2. Trade Extension Classes
   Central High School
   Mr. Don E. Thatcher, Director
   228-3821, Ext. 316

3. Manpower Development & Training
   Mr. Carleton Bankes
   228-3821

4. Home Management Classes
   Lincoln Park Center
   Mrs. Alice Johnson or
   Mrs. Lavon McCollough
   443-7652

5. Champion Evening School
   Mr. Edward Willis, Principal
   252-9655

6. Adult Basic Education
   Mr. James Vicars, Director
   228-3821

Franklin County League of Women Voters
65 South Fourth Street
Mrs. Burton Schildhouse, President
221-1743

Franklin University (YMCA Jr. College)
40 West Long Street
Dr. Joseph Frasch, Director 224-1131

Great Books Discussion Groups
Mrs. Walker Lowman
2026 Wickford
Columbus, Ohio
488-8283

The Jewish Center, 1125 College Avenue
Mr. Howard Banchefsky
Asso. Dir. Adult Program 231-2731

North American Aviation
4300 East 5th Avenue
Columbus, Ohio
Mr. William W. Nichols
Manager of Education and Training
231-1851 Ext. 2521

Ohio AFL-CIO
271 East State Street
Columbus, Ohio 43215
Mr. Richard P. Sears
Director of Education and Research
224-8271

Ohio Council of Churches
Dept. of Christian Education
35 West Gay Street
Rev. J. Albert Clark, Director 221-6571

Ohio Farm Bureau
245 North High Street
Dr. Maurice Wieting
Educational Vice President 221-1141

Ohio State University
Division of Continuing Education
109 Administration Building
Dr. Robert McCormick
Associate to the Vice President
293-4209

Ohio State University
Cooperative Extension Service
(Agricultural Extension)
Dr. Clarence Cunningham
Leader, Professional Improvement,
Studies and Evaluation
109 Agr. Admin. Bldg.
2120 Fyffe Road
293-5178

Planned Parenthood Association of Columbus
208 East State Street
Columbus, Ohio
Mrs. Marlene Kehr
Director of Educational Development
224-8423

Senior Citizen's Rec. Center
275 McDowell Street
Mrs. Catherine Gillie, Director
461-8123

Southwestern Evening School
3708 South Broadway, Grove City
Mr. Paul Noblitt, Director 875-2218

Upper Arlington Evening School
1950 North Mallway Road
Columbus 21, Ohio
Mr. Marvin Morehead, Director
486-9505

Whitehall-Yearling Evening School
675 Yearling Street
Columbus, Ohio 43213
Mr. William Shipe, Director
235-2385

Worthington Adult School
50 East Granville Road
Mr. Earl Lane 885-4690

YMCA-Central (The Informal School)
40 West Long Street
Mr. Layton Stewart, Director
224-1131

YWCA-Central (Adult Program)
65 South Fourth Street
Miss Rowena Kessler, Director
Adult Education Program
224-9121

DEFINITIONS OF ADULT EDUCATION

"We should drop the increasingly silly fiction that education is for youngsters, and devise many more arrangements for lifelong learning. Education is a lifelong process."

John W. Gardner, Secretary
Department of Health, Education, nnd Welfare

DIFFICULTIES IN DEFINING ADULT EDUCATION

"When I first began to examine the literature of adult education expertly recommended to me, I had much the same feeling of suffocating helplessness which a parachutist may experience when he has dropped from the skies alone in an impenetrable jungle."

James Truslow Adams from "The Control and Coordination of Adult Education" prepared by Houle and Knowles for Ed. 346, Autumn 1958.

"Definitions of adult education in the United States are as multitudinous as the autumn leaves, yet none satisfies many persons engaged in it. The difficulties are in both the phrase and the reality. . . . Adult education cannot be satisfactorily defined.

Robert Blakely in Handbook, 1960.

"Just as everybody is against sin, so nowadays is everybody for adult education. Just as the forces arrayed against sin are often divided, confused, and ineffectual, so the support for adult education, though quite general, is divided, confused, and ineffectual.

Edmund de S. Brunner
p V in Verner & Booths' Adult Education

'We must make clear that one cannot speak of 'adult education' as one can speak of the public elementary and high school program, and expect a common understanding of what is meant by the term. For in addition to the variety of course content at many different intellectual levels and the range of activities which comprise adult education, this branch of education has been and continues to be conducted by a multitude of contrasting institutions and agencies, each proceeding according to its own plan of method. Adult education has not occurred in this country, as it has in some others, according to some overall purpose or special need, nor has it developed functionally, as have the public schools, because of societies insistence that the populace must possess common understanding of a particular body of knowledge. A child can get his education in half a dozen public schools in as many different cities and the body of knowledge which is taught him remains much the same, whatever the differences in competence of teaching or method of presentation. Not so with adult education.

Consider what the term adult education now includes: the credit and non-credit or 'informal' courses at all institutions of higher education open to adults; programs of the public schools, evening high schools and junior colleges; the secretarial and vocational work offered at commercial schools; the technical and management courses given by technical institutes and professional graduate schools as well as by business , religious, fraternal, professional and public affairs organizations, associations and clubs; the religious education, public affairs forums and creative arts courses to be found in many churches and synagogues; the lectures, films, discussion groups, art fairs and music festivals offered by public libraries, museums, and other civic institutions; the home demonstration and technical-agricultural work provided by the Cooperative (Agricultural) Extension Service; the courses offered by government agencies and the armed forces to government employees (and others); the field of community development; education by television; the commercial correspondence schools and home-study departments of many universities; and finally, the enormous and increasing amount of independent self-study or self-education.

The variety, scope and magnitude of this enormous enterprise which we term adult education, including millions of adult students, hundreds of thousands of teachers and many thousands of sponsoring agencies or institutions makes almost impossible any attempt to discover order in this branch of our educational system. Adult education as a whole has grown in the six and one-half decades of this century without a comprehensive plan or theory, with very little articulation among its separate parts or divisions, and chiefly in response to individual or group needs made known at different times in different places. No doubt this was inevitable, given the pluralism of American society and the sheer size of our country.

> Jerome Ziegler, "Continuing Education in the University," in Robert S. Morison, ed., The Contempory University: USA, (Boston: Houghton Mifflin Co., 1966), pp. 130-2.

"In most countries in which adult education has appeared in recognizable form, national programs for the education of adults have tended to take on a rather easily definable character. In England and Sweden, for example, adult education evolved essentially as national movements for the education of workers. In Denmark a network of folk schools was created for the express purpose of refashioning a national culture. In most underdeveloped countries adult education has been used primarily as a means for eliminating illiteracy. In the Soviet Union adult education has served as an instrument of state policy directed at producing loyalty to the state and developing technical competencies required by national plans. In the sense that adult educational activities in these countries have tended to be fairly unified in their aims and institutional forms, they can be identified as national movements.

In the United States, on the other hand, the national adult educational program has proliferated almost haphazardly in response to myriad individual needs and interests, institutional goals, and social pressures. In one sense the absence of domination and control by a single agency, clientele, or doctrine has been a strength.

Because of this very freedom and diversification, according to Lyman Bryson, adult education 'has penetrated to more phases of life in America than in any other country . . . (and has) expressed the complexity and vitality of American life.'

But in another sense the apparent formlessness of the adult educational enterprise in this country has been its major weakness. Confusion about what the adult education movement in this country encompasses and how it should be structured has impeded persistent efforts toward better communication across lines of specialization, toward agreement on common social goals, and toward the achievement of some degree of coordination of activities within the field. This confusion has resulted in disagreements as to what the relevant components of the movement are, how the roles of different agencies should be delineated, which goals the various units should seek in common and which they should pursue separately, and what kind of organizational machinery would be appropriate for relating the parts to some sort of whole. Indeed, there has been a continuing lack of agreement as to whether or not there is such a thing as an adult education movement, the counter hypothesis being that adult education in this country is - and should properly be - a patternless mosaic of unrelated activities.

Perhaps some of the confusion is semantic. The term 'adult education' is used to convey three meanings. In its broadest meaning it describes the process by which men and women continue learning after their formal schooling is completed. In this sense it includes all forms of experience - reading, listening, traveling, and conversing - that are engaged in by mature people for the purpose of learning. In its more technical meaning, 'adult education' describes a set of organized activities for mature men and women carried on by a wide variety of institutions for the accomplishment of specific educational objectives. In this sense it encompasses organized classes, study groups, lecture series, workshops, conferences, planned reading programs, guided discussions, and correspondence courses. . . . A third meaning combines all the processes and activities of adult education into the idea of a movement or field. In this sense 'adult education' brings together into a definable social system all the individuals, institutions, and associations concerned with the education of adults and portrays them as working toward such common goals as the improvement of the methods and materials of adult learning, the extension of opportunities for adults to learn, and the advancement of the general level of our culture."

Malcolm Knowles, The Adult Education Movement in the U.S., New York: Holt, Rinehart, and Winston, Inc., 1962, pp. v-vi

SOME DEFINITIONS OF ADULT EDUCATION

"Adult education includes all the activities with an educational purpose that are carried on by people engaged in the ordinary business of life."

Lyman Bryson

"Adult education is to set men free - from governmental oppression, from materialism, from bad taste in living, in music, in drama, in recreation, and, most of all, free from the utter drabness of unfulfilled lives."

Morse A. Cartwright

"Adult education, a phrase meaning education of adults who have not been properly educated as children. Adult education in the new sense has been described as an inseparable aspect of citizenship."

Encyclopedia Britannica

"Adult education is any purposeful effort toward self-development carried on by an individual without direct legal compulsion and without such effort becoming his major field of activity."

Reeves, Fansler, and Houle

"Adult education is the action of an external educational agent in purposefully ordering behavior into planned systematic experiences that can result in learning for those for whom such activity is supplemental to their primary role in society, and which involves some continuity in an exchange relationship between the agent and the learner so that the educational process is under constant supervision and direction."

Coolie Verner, A Conceptual Scheme for the Identification and Classification of Processes, (Washington: AEA, 1962) p. 2-3.

"Adult education may be regarded as a social invention peculiarly appropriate to our times, offering ways whereby adults can be helped to recognize the necessity for large scale changes and to undertake the laborious task of examining, clarifying, and deciding the ways in which they will, as adults, accept the responsibility for renewing our culture and reorienting our social order. . . . Adult education may be regarded as the unique resource of a free social order to carry on the functions of self-criticism, self-regulation, and self-repair. When thus approached, adult education may be regarded as a self-conscious awareness that our cultural traditions and our social order have been historically developed and can and must be guided more surely and effectively toward our enduring goal values, the belief in the worth of the individual personality and the conviction of human dignity."

Lawrence K. Frank in "What is Adult Education: Nine 'Working Definitions'," Adult Education V (Spring, 1955) p. 144.

ADULT EDUCATION VERSUS CONTINUING EDUCATION

"I woke up the other day and discovered that somebody had put something over on me. The vineyard in which I labor is no longer adult education but is, or seems in a fair way to becoming, continuing education.

Francis Horn has urged evening colleges to use 'continuing education' in place of 'evening,' 'extension,' 'adult,' etc. A dozen or so university extension divisions have become divisions of continuing education, among them that of the University of Washington. Most university conference centers use 'continuing' somewhere in their names including one now abuilding at the University of Nigeria, Nsukka. The newsletter of the Center for the Study of Liberal Education for Adults is called Continuing Education for Adults. There is a Foundation for Continuing Education. And Coolie Verner has blandly announced that, at least in North America, continuing education is now synonymous with adult education. What's been going on while I was napping, and dreaming about adult education?

. . . A new term, just because it is new, can perform a sort of magic by freeing its object from unfavorable associations which have grown up around the old term. Undertakers have become morticians. And some adult educators may feel that a sufficiently good new term will free them from endlessly explaining that they are not just teaching illiterates to read and write, women to bake cakes, and men to tie flies--at least until the new term acquires its own bad associations. Also, heaven knows, adult education has not achieved as much growth or acceptance as we could wish; calling it something else might help us forget our sins and failures.

. . . We are making some progress in persuading people to go on learning but face many difficult and some apparently insoluble problems. This will not daunt adult educators, that tenacious breed. They have learned from bitter experience not to expect too much but to keep working like the devil to get it. To this one, the most hopeful note in this unfinished symphony is the emphasis on getting people to see lifelong learning as normal. And I must confess that the term 'continuing education' seems to imply this somewhat more clearly than the term 'adult education'.

So, at this point, I feel a little like Margaret Fuller. Wasn't it she who, after soul-searching, announced that she accepted the universe? And wasn't it Carlyle who retorted, 'Gad, she'd better'? Yes, I accept and welcome the term 'continuing education' and all that it implies. But I have an uneasy feeling that someday I'm going to be explaining for the ten-thousandth time what it is I do for a living, and the other guy will say, 'Oh! You mean adult education! Well, why didn't you say so?"

Watson Dickerman "What Is This 'Continuing Education'?" Adult Education XV (Autumn, 1964), pp. 3-9.

"Until about ten years ago, the education of mature persons or of persons who had at least finished high school was termed adult education. Educators and administrators by the use of this term meant to distinguish the education of adults from the formal schooling of earlier years. The term has been used to include the widest range of educational, recreational and hobby activities for anyone not in daytime public school. Arts and crafts, motor boating, bridge clubs, Bible discussion groups, chorus singing and orchestra playing, home nursing, vocational, technical and secretarial courses, evening high school or YM and YWCA courses and regular evening college and university extension degree work were and are all subsumed under adult education. With the enormous growth in the adult student body and the consequent expansion of facilities and opportunities, it was natural that college and university educators should seek for some definition of education for adults that would separate in the public mind what the university offered from what a fraternal, civic or community organization offered. But far more important than a wish for distinguishing phraseology was the change in concept of the education of adults which had been developing and maturing for many years and which gained common acceptance among college and university administrators by the middle 1950's.

The change in concept was from 'adult education' to 'continuing education'. The new term expressed an understanding of education as a process--something different from the former notion of education compartmentalized into elementary school, high school, undergraduate and then graduate studies, with most people ending at high school or less, some people ending at the bachelor's degree and a few finishing with a graduate degree. The YM and YWCA's used the phrase 'Lifelong Learning', which was also used in some evening college catalogues. Today many institutions of higher education have to use the phrase continuing education to describe their departments or divisions for adults; and with the establishment of Centers of Continuing Education at major universities such as Michigan State, Georgia, Oklahoma and Chicago, under grants from the Kellogg Foundation, and with the organization of Colleges of Continuing Education at the central campuses within state-wide extension systems, the students and the faculty, as well as the administrators, are beginning to think of education in a new and different way."

Jerome Ziegler, "Continuing Education in the University," in Robert S. Morison, ed., The Contemporary University: U.S.A. (Boston: Houghton, Mifflin Co., 1966) pp. 135-136.

TOPIC I: DEFINITIONS OF THE FIELD OF ADULT EDUCATION

A. Reading for discussion: selections above

B. Related readings:

1. *Adult Education*, (Spring 1955)
2. Boyd, (Nov. 1966)
3. Dickerman
4. Godbey
5. Grattan, *Quest*, pp. 3-10
6. Johnstone and Rivera, pp. 25-31
7. Knowles, *Handbook*, Ch. 1
8. London and Wenkert
9. Olds, pp. 15-16, 89-90
10. Sheats and others, Ch. 1
11. Verner, 1962, pp. 2-5
12. Verner, 1964, pp. 1-2

TOPIC II: HISTORY OF ADULT EDUCATION

A. Reading for discussion: Knowles, *Handbook*, Ch. 2

B. Related readings:

1. General
    - a. Cotton
    - b. Ellsworth, ED 010 668
    - c. Grattan, *Quest*, pp. 21-299
    - d. Grattan, *Ideas*
    - e. Knowles, Movement, pp. 3-246
2. Agricultural (Cooperative) Extension
    - a. Sanders, pp. 13-24, 89-93, 251-257, 363-370, 392-399
    - b. Shannon and Schoenfeld, *Extension*, pp. 44-48
3. Armed Forces
    - a. Clark and Sloan, Military, pp. 11-26
    - b. Houle and others, pp. 13-45
4. Chautauqua
    - a. Grattan, *Ideas*, pp. 62-74
    - b. Harrison, *Culture*
    - c. Hurlbut
5. Correspondence
    - a. *Bulletin*, *School Principals*, pp. 38-46
    - b. Grattan, *Ideas*, pp. 75-83
6. Libraries
    - a. Grattan, *Ideas*, pp. 43-47
    - b. Lee, Robert
    - c. Monroe
7. Lyceum
    - a. Bode
    - b. Grattan, *Ideas*, pp. 20-36
    - c. Houle, ED 011 632

8. Proprietary Schools

    a. Clark and Sloan, *Main Street*, pp. 11-17

9. Public Schools

    a. Clark, *Transition*, pp. 47-56
    b. Thatcher, Ch. 1

10. Religious Education

    a. Stokes, ED 010 080

11. Settlements

    a. Wade

12. Television and radio

    a. Carlson
    b. Ohliger, ED 014 038

13. University Extension

    a. Baker, ED 011 097
    b. Carey, *Forms & Forces*, pp. 14-37
    c. Dyer, *Ivory*, pp. 31-41, 84-90
    d. Ellwood, ED 013 405
    e. Grattan, *Ideas*, pp. 102+
    f. Morton, pp. 1-26
    g. Pyle
    h. Schoenfeld, Clay
    i. Shannon and Schoenfeld, *Extension*, pp. 5-16, 23-26,
    j. Smith, L. L.

14. Vocational Education

    a. Grattan, *Ideas*, pp. 116-123
    b. Venn, pp. 38-72

TOPIC III: AGENCIES OF ADULT EDUCATION

A. Reading for discussion: Knowles, *Handbook*, Ch. 16, 17, 18, 20, 21, 22, 24, 25, 26, 27, 28, 29, 30, 31, 32. Scan Part VI, pp. 565-603

B. Related readings:

1. General

    a. Jensen and others, pp. 42-60
    b. Kempfer, 1955, pp. 93-290
    c. McMahon and others, *Common Concerns*
    d. Sheats and others, Ch. 5-12
    e. Verner, 1962, pp. 7-9
    f. Verner, 1964, pp. 11-17

2. Agricultural (Cooperative) Extension

a. Alexander, ED 012 845
b. Bjergo, ED 013 874
c. Burrichter and Jensen ED 012 413, pp. 15-24
d. Cebotarev and King, ED 012 860
e. Donahue, *Maturity*, pp. 129-138
f. Draper and Shrivastava, ED 010 863
g. Fund for Adult Education, ED 012 863
h. Griffity, ED 011 638
i. Havens, ED 012 001
j. Houle, ED 012 861
k. Hull and McClay, ED 013 872
l. Hunter, ED 013 402
m. Johnson, Ed 011 099
n. Kanun, ED 010 856
o. Merrill, ED 014 214
p. Petersen and Petersen, pp. 201-231
q. Pollock, ED 012 418
r. Sabrosky and others, ED 014 019
s. Sanders
t. Shannon and Schoenfeld, *Extension*, pp. 43-64
u. Verner and Gubbels, ED012 882
v. Wieting
w. Worcester, ED 012 417

3. Armed Forces

a. *Bulletin*, *School Principals*, pp. 125-129
b. Clark and Sloan, *Military*, pp. 64-87
c. Houle and others
d. *Methods and Techniques*, ED 013 429
e. Olmstead and others, ED 012 862
f. Shelburne and Groves

4. Business and Industry

a. Clark and Sloan, *Factories*
b. Donahue, *Maturity*, pp. 265-274
c. Dubois, ED 013 414
d. Goldwin and Nelson
e. Harrison and Oshry, ED 011 370
f. Hermanson
g. *Management Development*, ED 013 430
h. *Methods and Techniques*, ED 013 429
i. Muniz
j. Ross
k. Stuart, ED 014 040
l. Tarcher, pp. 58-78

5. The Community Junior College

a. Banta
b. Blocker and others
c. Brossman and others, ED 012 589
d. Clark, *Transition*, pp. 130-141
e. Cohen, ED 012 870
f. Ellwood, ED 013 405
g. *Excellence*, ED 013 624
h. Fightmaster
i. Garcia, ED 014 362
j. Houle, "Junior College"
k. Johnson and others, ED 012 779
l. Powell, *Issues*, pp. 81-82
m. Schroeder and Sapienza
n. Simon and others, ED 012 755
o. Thornton

6. Correspondence

   a. Ball and others, ED 010 862
   b. *Bulletin*, *School Principals*
   c. Donahue, *Maturity*, pp. 138-145
   d. Edstroem, ED 012 412
   e. Hartsell and Farrar
   f. Lyons, ED 011 637
   g. *Methods and Techniques*, ED 013 429
   h. Scotton and Wecke
   i. Sloos, ED 014 010

7. Government Employees

   a. Goodell

8. Great Books

   a. Davis, 1960
   b. Davis, 1961
   c. Fitzpatrick

9. Libraries

   a. Blakely, *Free Society*, pp. 105-115
   b. Coplan and Castagna, pp. 163-186, 213-240
   c. Donahue, *Maturity*, pp. 151-158
   d. Gray
   e. Kunkle
   f. Lee, Robert
   g. MacDonald, ED 010 855
   h. Monroe
   i. Phinney
   j. Smith, Helen
   k. Wallace

10. Mass Media

   a. Adkins, ED 014 239
   b. Asheim and others, ED 012 887
   c. Benton
   d. Boswell
   e. Brown, ED 014 238
   f. Carlson
   g. Carnegie
   h. Christman
   i. Dolff
   j. Ford Foundation, ED 012 842
   k. Ford Foundation, ED 012 843
   l. Ford Foundation, ED 012 844
   m. Gladmon, ED 013 418
   n. Grinager
   o. Groombridge, ED 011 993
   p. *Inventory*, ED 014 237
   q. Johnson, Eugene, 1958
   r. Johnson, Eugene, 1965
   s. Joint, ED 012 872
   t. Kasdon and Kasdon
   u. Martin
   v. Merrill, ED 014 214
   w. Monlouis, "Choice"
   x. Monlouis, "Public Television"
   y. Ohliger, ED 014 038
   z. Ohliger, "Social Change"
   aa. Ohliger, "What Happened"
   bb. Pattison, "To See"
   cc. Rieger and Anderson
   dd. Rubin, "Mass Media"
   ee. Sabrosky and others, ED 014 019
   ff. *Television*, ED 014 032

11. Museum Education

a. Zernich

12. Prison Education

a. *Bulletin*, *School Principals*, pp. 135-142
b. DeFord
c. Endwright, ED 013 406
d. McKee and others, ED 013 420
e. McKee and others, ED 013 421
f. McKee and others, ED 013 422
g. McKee and others, ED 013 423
h. McKee and others, ED 013 424
i. Richmond

13. Proprietary Schools

a. Clark and Sloan, *Main Street*

14. Public Schools

a. Aker and Carpenter, Ed 011 358
b. Burrichter and Jensen, ED 012 413
c. Clark, *Transition*
d. Degabriele and others, ED 011 986
e. Dick
f. Dickinson and Verner
g. Donahue, *Maturity*, pp. 98-116
h. Gardiner and others, ED 012 002
i. Griffith and others, ED 010 860
j. Hartke
k. Hathaway
l. Heppell, ED 011 094
m. Knowles, "Public Schools"
n. Olds
o. Rochte, pp. 78-83, 92-147
p. Rosten, 1937
q. Rosten, 1959
r. Smith, J. Richard
s. Snow
t. Thatcher

15. Religious Institutions

a. American Association, ED 010 866
b. Barringer
c. Bien, ED 011 628
d. Bergevin and McKinley
e. Cohen, Samuel
f. Donahue, *Maturity*, pp. 198-222
g. Little, 1959
h. Little, 1962
i. Monlouis, "Choice"
j. Stokes, ED 010 080
k. Veri, "YWCA"

16. Social Agencies

a. Carter
b. Donahue, *Maturity*, pp. 178-198, 222-239
c. Levin
d. Lowy

17. University Extension

a. Allen, Robert
b. American Public, ED 012 865
c. Applebaum and Roberts
d. Axford, ED 012 874
e. Baker, "Evaluating"
f. Baker, "Higher"
g. Berner and others, ED 011 627
h. Blakely, "Free Society" pp. 86-97
i. Blocker and Campbell
j. Boxwell
k. Brossman and others, ED 012 589
l. Brown and others
m. Burrichter and Jensen, ED 012 413, pp. 1-14
n. Buskey, ED010 868
o. Carey, *Forms and Forces*
p. Cliffe, ED 010 675
q. Dawson
r. Day
s. Donahue, *Maturity*, pp. 116-129, 145-151
t. Draper and Shrivastava, ED 010 863
u. Dyer, John
v. Eklund
w. Ellwood, ED 013 405
x. *Evening College*, ED 014 023
y. Ford Foundation, ED 011 095
z. Friedman and others, ED 012 415
aa. Georgia University, ED 012 885
bb. Gordon, ED 012 429
cc. Griffith, ED 011 638
dd. Helsby, ED 011 641
ee. *Higher*, ED 014 031
ff. Horn, Francis
gg. Houle, ED 012 861
hh. Houle and Nelson
ii. Johnson and others, ED 012 422
jj. Johnson, Eugene, 1966
kk. Kaufman, ED 010 495
ll. Level
mm. London, "Search"
nn. Long, "Launching"
oo. McMahon, *Emerging*
pp. Mesthene
qq. Miller, Paul, *University*
rr. Morison, pp. 28-29, 67-68, 130-151
ss. Morton
tt. Mulvey
uu. Paulson, Belden
vv. Petersen and Pettersen
ww. Powell, Issues, pp. 79-80, 83-86
xx. Pyle
yy. Rochte
zz. Roszak
aaa. Schletzer and others, ED 012 430
bbb. Schoenfeld, Clay
ccc. Schram, and others, ED 010 674
ddd. Senecal and Smith, ED 012 879
eee. Senecal and Smith, ED 010 680
fff. Shannon and Schoenfeld, "Evaluating"
ggg. Shannon and Schoenfeld, "Azimuths"
hhh. Smith, L. L.
iii. Stern and Missall
jjj. Stern, Milton
kkk. Stillwell, "Role"
lll. Streng, ED 013 419
mmm. Stuart, ED 014 040
nnn. Tarcher, pp. 118-131, 147-156
ooo. Tennessee, ED 012 853
ppp. Thompson, "Faculty"
qqq. Vaccaro
rrr. Weeks
sss. Weidner, "Extension"
ttt. Wientge and Lahr, ED 011 371

18. Volumtary Organizations

    a. Glaser and Sills
    b. Lippitt
    c. Warner

19. Workers' Education (Labor Unions)

    a. Applebaum and Roberts
    b. Bibliography
    c. Donahue, Maturity, pp. 275-279
    d. Eiger, ED 012 859
    e. Grattan, Quest, pp. 109-115, 119-121, 239-256
    f. Hagburg
    g. Knowles, Movement, p. 44
    h. Long, Barrie
    i. Nash
    j. Schoenfeld, Max
    k. United Auto Workers
    l. Wertheimer
    m. Westin and others, ED 012 864

TOPIC IV: PROGRAM AREAS IN ADULT EDUCATION

A. Reading for discussion: Knowles, Handbook, Ch. 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46

B. Related readings:

1. General

    a. Johnstone and Rivera
    b. Kempfer, 1955, pp. 93-290
    c. Verner, 1962, pp. 16-17

2. Academic Education

    a. Burns, ED 010 697
    b. Chamberlain and others, ED 011 616
    c. Fitzsimmons and others, ED 012 854
    d. Holmes and Langerman
    e. Stern and Missall
    f. Wientge and Dubois, ED 011 985

3. Education for Aging

    a. Bross
    b. Cohen, ED 012 858
    c. Crabtree
    d. Donahue, Maturity
    e. Donahue and others
    f. Hendrickson and Barnes, 1964
    g. Hendrickson and Barnes, 1967
    h. "Institute of Lifetime"
    i. Kauffman, Earl
    j. Lowy, pp. 164-204
    k. Mason
    l. Mulvey
    m. Thune and Tine, ED 011 620
    n. Tibbitts
    o. U. S. Dept. of HEW
    p. Wray

4. Basic Education (Fundamental and Literacy Education)

a. Adair, ED 010 792
b. Adult Basic, ED 014 024
c. Anderson, Clarence
d. Bernard
e. Blakely, "Thistle"
f. Brice
g. Brown, ED 013 403
h. Canadian, ED 013 404
i. Cass
j. Cornish, ED 010 676
k. Cortright, ED 010 870
l. Curry, ED 012 215
m. Danbury, ED 012 835
n. Derbyshire
o. Donahue, ED 012 411
p. Fitzgerald, ED 012 878
q. Fourre and others, ED 013 417
r. Graham, ED 012 836
s. Greeneigh, ED 011 090
t. Haramati
u. Harding and Burr, ED 012 837
v. Harding and Burr, ED 012 838
w. Hely, ED 011 988
x. Hollis, ED 012 852
y. Howsden, ED 012 636
z. Inman
aa. Jensen and Haltmeyer
bb. Johnson, Raymond and others, "Attitude"
cc. Johnson, Raymond and others, ED 011 631
dd. Kansas, ED 012 000
ee. Kasdon and Kasdon
ff. Kling, ED 011 228
gg. MacDonald, ED 010 855
hh. Mack and others, ED 014 013
ii. Mack and others, ED 012 425
jj. Mack and others, ED 012 426
kk. Marshall and Copley
ll. McElaney, "Adult Basic"
mm. McKee and others, ED 013 420
nn. McKee and others, ED 013 421
oo. McKee and others, ED 013 422
pp. McKee and others, ED 013 423
qq. McKee and others, ED 013 424
rr. Mitzel
ss. Modesto, ED 011 997
tt. Motter
uu. Murphy
vv. National Education, ED 012 421
ww. National University, ED 012 423
xx. Neff
yy. Nicholson and Otto, ED 010 753
zz. Oakland, ED 012 856
aaa. Oakland, ED 012 855
bbb. Ohannessian and Wineberg, ED 012 907
ccc. Passett and Parker
ddd. Pattison, "Guidelines"
eee. Pearce, ED 011 354
fff. Pearce, "Teachers"
ggg. Pinnock, ED 013 692
hhh. Prouty, ED 013 689
iii. Puder and Hand
jjj. Richardson and Shelton, ED 012 866
kkk. Roberts
lll. Schelby, ED 014 354
mmm. Smith and others, ED 010 858
nnn. Spaulding
ooo. Sullivan
ppp. Summers
qqq. Sussman
rrr. Torrence
sss. Ulibarri
ttt. WCOTP, ED 012 880
uuu. Whittemore and others

5. Civil Defense Education
    a. Office of Education ED 012 424
    b. Sabrosky and others, ED 014 019

6. Community Development
    a. Axford, ED 012 874
    b. Bentley and Moe, ED 013 393
    c. Berner and others, ED 011 627
    d. Biddle and Biddle
    e. Cohen, ED 012 870
    f. Cohen, ED 012 873
    g. Community Education, ED 014 025
    h. Douglass
    i. Eiger, ED 012 859
    j. Fessler, ED 014 042
    k. Ford Foundation, ED 011 095
    l. Franklin and Franklin, ED 011 626
    m. Georgia University, ED 012 885
    n. Kaufman, ED 010 495
    o. Lanctot
    p. Long, "Launching"
    q. Mial, ED 011 622
    r. National Training, ED 011 101
    s. Sanders, pp. 291-303
    t. Senecal and Smith, ED 012 879
    u. Senecal and Smith ED 010 680
    v. Tennessee, ED 012 853
    w. Vaccaro
    x. Women's Talent Corps, ED 012 869
    y. Zahn, "Characteristics"

7. Consumer Education
    a. Monlouis, "White House"
    b. Stillwell, "Presidential"

8. Education of the Handicapped
    a. Rusalm and others, ED 012 999
    b. Streng, ED 013 419

9. Home and Family Life Education (Parent Education)
    a. Brim
    b. Endres and Evans
    c. Fulton
    d. Gazda and Ohlsen
    e. Hubbard
    f. King
    g. Kraft and Chilman, ED 014 041
    h. Lowy, pp. 122-163
    i. Murton and others, ED 012 849
    k. Spitze

10. Home Economics
    a. Murton and others, ED 012 849
    b. Pollock, ED 012 418

11. Human Relations (Group Dynamics)

- a. Durham and others, ED 014 016
- b. Fessler, ED 014 042
- c. Franklin and Franklin, ED 011 626
- d. Gradoni and Sherrill, ED 012 401
- e. Harrison, ED 014 015
- f. Harrison and Oshry, ED 011 370
- g. Harrison and Oshry, ED 011 630
- h. Massarik, ED 011 995
- h. Massarik, ED 011 995
- i. Mial, ED 012 403
- j. Mial, ED 011 622
- k. National Training, ED 011 989
- l. National Training, ED 011 101
- m. Rubin, ED 011 102
- n. Schein and Bennis
- o. Schindler-Rainman
- p. Tarcher, pp. 24-38

12. Law Education

- a. Gaenzle, ED 012 420

13. Liberal Adult Education

- a. Blakely, *Free Society*
- b. Burch
- c. Carey, *Forms and Forces*
- d. Dyer, *Ivory*
- e. Friedenberg
- f. Goldwin and Nelson
- g. Kaplan
- h. Kohloff and Reis, ED 011 990
- i. Lowy, pp. 31-73
- j. Mezirow and Berry
- k. Stillwell, "Role"
- l. Tarcher, pp. 39-57
- m. Wertheimer

14. Continuing Professional Education

- a. American Public, ED 012 865
- b. *Continuing Education*, ED 014 026
- c. Gladmon, ED 013 418
- d. Long, ED 011 639
- e. Marani and Maxwell, ED 013 734
- f. Ross
- g. Stuart, ED 014 040

15. Public Affairs Education

- a. Aries
- b. Blum and Fitzpatrick, ED 010 073
- c. Cherney
- d. Fund for Adult Education, ED 012 863
- e. Hartke
- f. Houle, ED 012 861
- g. Houle and Nelson
- h. *Inventory Report*, ED 014 237
- i. Ohliger, ED 014 038
- j. Ohliger, "What Happened"
- k. Ohliger, "Social Change"
- l. Petersen and Petersen, pp. 152-199
- m. Rogers, "Associations"
- n. Rogers, "Identifying"
- o. Wanderer
- p. Westin and others, ED 012 864

16. Recreational Education

    a. Donahue, Maturity, pp. 295-296

17. Science Education

    a. Greenblatt
    b. Tarcher, pp. 132-146

18. Self Education

    a. Tough

19. Speech Education

    a. Dance

20. Vocational Education

    a. Action Housing, ED 011 984
    b. Adair, ED 010 792
    c. Borus, ED 010 865
    d. Canadian, ED 013 404
    e. Christman
    f. Dunbar, ED 014 545
    g. Fitzsimmons, ED 012 854
    h. Fuchs and others, ED 012 419
    i. Gaenzle and others, ED 012 420
    j. Goodell
    k. Gradoni and Sherrill, ED 012 401
    l. Inman
    m. Isaack, ED 011 621
    n. Johnson and others, ED 012 779
    o. Johnson, ED 012 427
    p. Kaufman, ED 010 495
    q. Markman, ED 012 402
    r. Mauro and others, ED 012 400
    s. McKee and others, ED 013 420
    t. McKee and others, ED 013 421
    u. McKee and others, ED 013 424
    v. Methods and Techniques, ED 013 429
    w. Mishnum and Delehanty, ED 012 875
    x. Modesto, ED 011 997
    y. Nichols and Borsuk, ED 014 01[illegible]
    z. Pearce, ED 011 357
    aa. Pearce, ED 011 195
    bb. Pearce, ED 011 356
    cc. Rubin and others, ED 012 399
    dd. Simon and others, ED 012 755
    ee. Somers, ED 014 034
    ff. Somers, ED 013 399
    gg. Stuart, ED 014 040
    hh. Sussman and Kressel
    ii. Trapnell and others, ED 011 091
    jj. Turner, ED 011 093
    kk. Venn
    ll. White

21. Continuing Education of Women

   a. American Association of University Women, pp. 88-116
   b. Axford, "Empty Nest"
   c. Bross
   d. Cohen, ED 012 870
   e. Cohen, ED 012 870
   f. Ellwood, ED 013 405
   g. Greenblat
   h. London, 'Women"
   i. Naylor, "Accent"
   j. Naylor, "Continuing"
   k. Rossi
   l. Schletzer and others, ED 012 430
   m. Sensor, ED 010 739
   n. Women's Talent Corps, ED 012 869

22. Young Adult Education

   a. Lowy, pp. 74-121

TOPIC V: METHODS, TECHNIQUES, AND DEVICES

A. Reading for discussion: Verner, 1962

B. Related readings:

1. General

   a. Aker, "Procedures"
   b. Bergevin and Morris, 1951
   c. Bergevin and others
   d. Brown, David
   e. Brunner and others, Ch. IX-X
   f. Dyer, Frederick
   g. Hull and McClay, ED 013 872
   h. Guetzkow and others
   i. Kidd, 1959, Ch. 9
   j. Knowles, Handbook, Ch. 7
   k. Lee, W. Grant
   l. Little, 1962, pp. 73-87
   m. Miller, Harry, Ch. 4-9
   n. Morgan and others
   o. Muniz
   p. Rogers, "Questions"
   q. Rubin, "Mass Media"
   r. Sanders, pp. 111-338, 352-359
   s. Sheats and others, Ch. 14
   t. Sturgis

2. Conference (convention)

   a. Dekker

3. Discussion

a. *Adult Leadership*
b. Allen, William
c. Anderson, R. C.
d. Anderson and Kell
e. Back
f. Bartow
g. Bergevin and Morris, 1954
h. Bergevin and McKinley, pp. 135-188
i. Black
j. Bloom
k. Blum and Fitzpatrick, ED 010 073
l. Bradford, "Hidden Agenda"
m. Bradford, *Group*
n. Brown, David
o. Burch
p. Burke
q. Buttedahl and Verner
r. Cantor, "Focus"
s. Cantor, *Learning Through Discussion*
t. Cantor, "A Way"
u. Cartwright
v. *College English*
w. Criswell
x. Davis, 1961
y. Deutsch
z. Donahue, Maurice
aa. Eglash
bb. Fausti and Luker
cc. Fouriezos, et. al.
dd. French
ee. Friedenberg
ff. Gaier
gg. Gayles
hh. Gibb
ii. Gordon, Thomas, pp. 13-16, 98-101
jj. Grove
kk. Guetzkow, pp. 28-43, 177-190
ll. Guetzkow and others
mm. Gulley
nn. Gunderson
oo. Hadlock
pp. Haiman, "Concepts"
qq. Haiman, "Man"
rr. Hall
ss. Hare, Borgatta, & Bales
tt. Harnack and Fest
uu. Hellman
vv. Henry
ww. Hill
xx. Hindman
yy. Hoffman and Plutchik, Ch. 3-4
zz. Howell and Smith, Ch. 4-10, 16
aaa. *Journal of General*
bbb. Kaplan
ccc. Kelman
ddd. Keltner
eee. Kinney
fff. Knickerbocker
ggg. Knowles, *Informal*, Ch. 4
hhh. Laski
iii. *Leading Group Discussion*
jjj. Leavitt
kkk. Level
lll. Lippitt
mmm. Little, 1959, pp. 101-108
nnn. Liveright, *Strategies*, pp. 16-117
ooo. Maier and Solem
ppp. Martin
qqq. McKeachie
rrr. Miles
sss. Mortensen
ttt. Nadler and Edelman
uuu. Ohliger, "Social Change"
vvv. Otto
www. Page and McGinnies
xxx. Palmer and Verner
yyy. Paulson, Stanley
zzz. Petrullo and Bass, Ch. 9
aaaa. Phillips
bbbb. Porter
cccc. Powell, John P.
dddd. Powell, *Maturity*, Ch. 12
eeee. Rasmussen
ffff. Rinne
gggg. Rogers and Roethlisberger
hhhh. Ruja, "Experimenting"
iiii. Ruja, "Outcome"
jjjj. Sattler and Miller, Ch. 8-11
kkkk. Scheidel and Crowell, "Idea"
llll. Scheidel and Crowell, "Feedback"
mmmm. Schellenberg
nnnn. Schindler-Rainman
oooo. Simon, Edwin
pppp. Simpson
qqqq. Stevens
rrrr. Stovall
ssss. This
tttt. Turner, Ralph
uuuu. Vavoulin
vvvv. White
wwww. Wischmeier

ss. Hare, Borgatta, & Bales
tt. Harnack and Fest
uu. Hellman
vv. Henry
ww. Hill
xx. Hindman
yy. Hoffman and Plutchik, Ch. 3-4
uuuu. Turner, Ralph
vvvv. Vavoulin
wwww. White
xxxx. Wischmeier

4. Internship

    a. Adams

5. Lecture (See also discussion)

    a. Hill
    b. Verner and Dickinson

6. Programmed Instruction

    a. *Methods and Techniques*, ED 013 429

7. Residential Education

    a. Buskey, ED 010 068
    b. Sulkin
    c. Wientge and Lahr, ED 011 371

TOPIC VI: PSYCHOLOGY - THE ADULT AS LEARNER

A. Reading for discussion: Lorge and others

B. Related readings:

1. Anderson, R. C.
2. Birren, pp. 151-170
3. Boyd, "Model"
4. Brunner and others, Ch. 2
5. Burrichter and Jensen, ED 012 413, pp. 41-50
6. Cohen, Charles
7. Demming and Pressey
8. Dobbs
9. Donahue, *Maturity*, pp. 36-59
10. Dyer, *Ivory*, pp. 8-20
11. Fay
12. Guerin and McKeand
13. Hand
14. Hendrickson, 1966
15. Horn, John
16. Jensen and others, pp. 162-171
17. Kidd, 1959
18. Knowles, *Handbook*, Ch. 5
19. Knowles, "Androgogy"
20. Knox and others
21. Lanyon and Schwartz
22. Leypoldt
23. Little, 1959, pp. 70-84
24. Maslow, ED 012 056
25. McMahon and others
26. Miller, Harry, Ch. 1-3
27. Neugarten, ED 012 055
28. Puder and Hand
29. Rochte, pp. 44-48
30. Sanders, pp. 51-68
31. Schwartz and Lanyon, ED 011 625
32. Smith, David
33. Verner, 1964, pp. 18-22
34. Wientge and Dubois, ED 011 629
35. Zahn, "Differences"

TOPIC VII: SOCIOLOGY - THE PLACE OF ADULT EDUCATION IN SOCIETY

A. Reading for discussion: Knowles, Handbook, Ch. 3 and Mills, "Mass Society and Liberal Education"

B. Related readings:

1. Apel, ED 012 881
2. Blakely, Free Society, pp. 12-72
3. Boyd, ED 011 096
4. Cummings
5. Didsbury
6. Friedenberg
7. Griffith, ED 011 638
8. Jensen and others, pp. 228-229
9. Joint, ED 012 872
10. London and others, Social Class
11. Mannheim, pp. 254-255
12. McMahon and others
13. Michael, ED 012 054
14. Neugarten, ED 012 055
15. National Training, ED 011 101
16. O'Dell and Thompson, ED 011 353, pp. 1-22
17. Powell, Issues, pp. 3-21, 42-61
18. Sanders, pp. 69-86
19. Tarcher, pp. 168-178

TOPIC VIII: THE MARGINALITY OF ADULT EDUCATION

A. Reading for discussion: Clark, Marginality

B. Related readings:

1. Clark, Burton, 1956
2. Jensen and others, pp. 21-22, 178, 224, 316-317
3. Knowles, Handbook, p. 209, Ch. 47
4. Knowles, Movement, p. 265
5. Knowles, "Public Schools" p. 28
6. Powell, Learning, Ch. 13
7. Verner, 1962, p. 8, 25
8. Verner, 1964, p. 32, 34, 92, 106, 108

TOPIC IX: FINANCING OF ADULT EDUCATION

A. Reading for Discussion: Knowles, Handbook, Ch. 12

B. Related readings:

1. Adult Education Association, Federal Support
2. Aker and Carpenter, ED 011 358, pp. 14-17
3. Banta
4. Boortz
5. Carey, pp. 72-95
6. Clark, Burton, pp. 51-56, 159-160
7. Degabriele and others, ED 011 986
8. Grattan, Quest, pp. 309-310
9. Gunn
10. Hurlbut, E. V.
11. Kempfer and Wood
12. Kempfer, 1955, pp. 363-398
13. Kidd, 1962
14. Knowles, Handbook, p. 510, Ch. 47
15. McMahon and others
16. Morton, pp. 96-104
17. Olds
18. Petersen and Petersen, pp. 141-147
19. Powell, Learning, Ch. 15
20. Rochte
21. Shannon and Schoenfeld, Extension, pp. 87-88
22. Sheats and others, Ch. 18
23. Thatcher, Ch. 11
24. Veri, "How To"
25. Verner, 1964, p. 15
26. Watson

TOPIC X: THE COORDINATION OF ADULT EDUCATION

A. Reading for discussion: Knowles, *Handbook*, Ch. 15

B. Related readings:

1. Brossman and others,
2. ED 012 589
2. Brunner and others, pp. 232-236 238-239
3. Grattan, *Quest*, Ch. 21
4. Grattan, *Ideas*, pp. 136-138
5. Hallenbeck and others, pp. 21-30
6. Hardy
7. Hely, 1962
8. Kidd, 1966
9. Knowles, *Handbook*, Ch. 47
10. Knowles, *Movement*, pp. vii, 176-183, 261-268
11. McMahon and others
12. Miller, Paul, "National Policy"
13. Olds
14. Powell, *Learning*, pp. 62-90
15. Verner, 1964, pp. 106-109

ADDITIONAL AREAS OF STUDY

A. Bibliographies

1. *Adult Basic*, ED 014 024
2. *Adult Education Periodical*, ED 014 022
3. Aker, *Procedures*
4. American Association for Jewish, ED 010 866
5. *Bibliography*
6. Bown, ED 010 857
7. Carpenter and Kapoor, ED 010 681
8. *Community Education*, ED 014 025
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